

Chase View Primary School

Policy on the teaching of phonics, reading and writing

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme.

Read Write Inc. Phonics

The programme is for:

- Pupils in Reception to Year 2 who are learning to read and write
- Where appropriate, struggling readers in Years 5 and 6 follow *Read Write Inc.* Fresh Start

In *Read Write Inc.* Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings - tricky/common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the tricky/common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. Opportunities are provided for the children to write every day.

Staff demonstrate and pupils write at the level of their spelling knowledge, children use their knowledge of the alphabetic code and the tricky words they have learnt. Throughout the programme they will learn to spell more complex words confidently and accurately. We encourage children to use ambitious vocabulary in their writing. This reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. We prefer our children to use phonetically plausible attempts at complex words rather than limiting their word choice to simple words they can spell correctly.

Our aim is for pupils to complete the phonics programme as quickly as possible.

Read Write Inc. Phonics in Nursery

The programme includes:

- Guidance on storytimes and developing children's language
- Step-by-step plans for teaching children letter-sound correspondences
- Step-by-step plans for teaching children to blend sounds into words
- A simple assessment to track children's knowledge of letters and their sounds

In the **Autumn Term** children will:

- Hear stories and learn to love books and reading
- Have lots of opportunities to develop familiarity with stories, nursery rhymes, poems and songs
- Develop their language skills with adults planning for vocabulary development
- Learn to speak well
- Use role play
- Build sentences orally
- Make up stories
- Grow vocabulary through play
- Talk about things children make

In the **Spring Term** children will continue foundations laid in Autumn Term plus:

- Name the pictures on the RWI picture frieze
- Play Fred games, Nursery rhyme Fred, Story Fred and develop skills in Fred talking

In the **Summer Term** children will continue foundations laid in Autumn and Spring term plus for children who are ready:

- Be taught 25 single letter sounds m a s d t i n p g o c k u b f e l h r j v y w z x
- Be taught 6 two letter sounds (diagraphs) sh th ch qu ng nk
- Once children have learned the first set of speed sounds begin to teach children how to put the sounds they have learned together to read words -Word Time
- Some children with well developed fine motor skills can write letter sounds in small group writing sessions

Outcomes for children

Assessing and tracking progress

We assess all pupils who are following the *Read Write Inc.* Phonics using the Sound and Word Assessment. We use this data to assign them to the appropriate *Read Write Inc.* Phonics group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the *Read Write Inc.* Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

By the end of Key Stage 1, our pupils should be able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject.

A large proportion of our pupils complete the phonics programme before the end of Year 2. Pupils who are making slower progress may complete the programme during Year 3. We identify those who are at risk of falling behind their peers and set them targets to meet. Our highly trained *Read Write Inc.* Tutor tutors these children every day.

Impact across the curriculum

Our teachers are enthusiastic about using the *Read Write Inc.* programme because they can see how well pupils learn from it and the progress they make, not just in English, but across the curriculum.

1. Data is used effectively to ensure gaps are closing between all groups - in particular those eligible for the pupil premium (*Read Write Inc.* assessment and tracking, standardised reading tests, phonics screening check).
2. Slower progress pupils and those with specific SEN are taught in small homogeneous teaching groups and receive *Read Write Inc.* one-to-one tutoring.

Quality of teaching, learning and assessment

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

In *Read Write Inc.* Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly.

Assessment is a critical element of our programme with assessment taking place at least every half term. Children are assessed on their phonic knowledge and the speed in which they are able to read text. We record the results on the assessment tracker. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The *Read Write Inc.* programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Additional support for lower-attaining pupils learning to read

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs.

Feedback and marking

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity.

Spell test

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher writes the word on the board
2. The children:
 - Tick each **sound** spelt correctly and correct errors

Hold a sentence

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher displays the sentence on the board
2. The children:
 - Tick correct and insert missing punctuation
 - Tick words spelt correctly and correct words with **sounds** spelt incorrectly (write out the whole word above)

- Insert a missing word with an upturned V

Proofread

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher displays the edited sentence on the board
2. The children:
 - Tick each corrected error and correct any missed edits

Build a sentence and Write About...

Marking: Teachers assess and mark the majority of children's writing within the lesson with the child. Children are encouraged to edit their own work using their purple pen.

1. The teacher may choose to:
 - Tick interesting vocabulary
 - Identify any misspelt words that they expect children to spell correctly
 - In Red to Orange *Get Writing!* books, correct misspelt adventurous words by writing the correct spelling by them
 - Ask children to write their favourite words in the Words to keep section at the end of the Write About section (Yellow to Grey *Get Writing!* books)

Homework

Once reading in **Reception**, children take home:

- Read Write Inc. book bag book matched to their reading ability
- A copy of the book they are reading in their Read Write Inc. lesson (From Green Level onwards). Children have the skills to read these books at home without adult support
- Speedy Grids (From Red Level onwards)
- A phonetically decodable home reading book matched to their RWI level

In **Year 1 & 2** children take home:

- A copy of the book they are reading in their Read Write Inc. lesson. Children have the skills to read these books at home without adult support
- Read Write Inc. book bag book matched to their reading ability
- Speedy Grids
- A home reading book matched to their reading ability

Quality of teaching and pupils' progress

The Headteacher and Reading Leader monitor pupils' progress together until every child can read. No child is left behind to struggle.

1. Close grouping in Phonics is maintained – pupils are moved on quickly.
2. The purpose of each activity is clear to both teachers and pupils.
3. Reading Tutors follow the daily planning timetable.
4. Pupils and Reading Tutors mark work (see feedback and marking above)
5. In Phonics, pupils read books at home that closely match their word reading ability.
6. Teaching is monitored thoroughly (daily Reading Leader coaching with all *Read Write Inc.* staff).
7. Pupils not attaining progress goals are identified quickly and 1:1 tutored.

8. Pupils are monitored carefully by the Reading Leader who visits lessons daily.
9. Practise Sessions are run by the Reading Leader to ensure the standardisation of high quality teaching.

Behaviour

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons, so that the approach to behaviour is consistent throughout the day.

Attendance

The programme is intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time.

Read Write Inc. Tutors inform the Reading Leader of pupil absence. Pupils are then tutored for any missed teaching.

Effectiveness of leadership and management

Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read - widely and often. The Headteacher works with all the staff to ensure that this happens. In particular, he works closely with the reading leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The role of the reading leader is critical. Alongside the Headteacher, the Reading Leader drives the teaching of *Read Write Inc.* Phonics, ensuring it is taught with fidelity ensuring all pupils complete the programme as quickly as possible.

The Reading Leader's roles include:

- Ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- Ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- Keeping the groups homogeneous, i.e. at the same reading level
- Providing further training (through practise sessions, coaching/ observation and face-to-face feedback)

The Reading Leader gives this support every day because she does not teach a group herself. Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level.

Professional development

A key element of *Read Write Inc.* is consistent whole-school practice, underpinned by appropriate professional development. The Headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended a two-day Phonics training course. In practise sessions staff analyse teaching and behaviour steps that can set the agenda for the next week's observation and feedback schedule.

Parents and carers

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't suffer; it is our job to teach their children to read.

We organise repeat meetings for those who do not or cannot attend. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home.

We use the resources on the **parent page** on the Ruth Miskin Training website:
<http://www.ruthmiskin.com/en/parents/>

Reviewed December 2020